



Introduction to English Language



Tutor's Guide

**English Language &
Literacy Course**



First Edition - September 2005

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EN104-T

In Service - Stage 1 - Term 1

Prologue

These booklets have been produced edited and reviewed by the SoE with technical and financial support from the SBEP and partners. The materials are recommended for printing and use as draft resource materials for In-service, Pre-service and phase training courses of New Sudan.

Comprehensive review process will be conducted after the completion of the whole course materials for various terms of stages 1 – 4 of the In-service and 1st to 2nd year of the Pre-service programs.

Constructive critical views and observations are welcomed by the Directorate of Teacher Education and Training to support and motivate the final material review panels.

William Ater Maciek
Undersecretary - SoE.
Rumbek
New Sudan

Acknowledgement

The SoE leadership thanks and appreciates the endless efforts exerted on the development of Teacher Education Programs in one way or another during and after the bitter years of war in South Sudan. More thanks goes to the Teacher Education Curriculum Technical Staff of the SoE and SBEP. Our Curriculum Development Centre Officers and the whole Teacher Curriculum Development Material Writers (CDOs') who voluntarily contributed to the success of this valuable educational gist are very much appreciated. The Typesetter and Desktop group is very much thanked for patience, perseverance and shrewdness.

We have been receiving numerous consultancy teams through our partners and their input is very much valuable in the end results. We shall continue to remember them, though some had very short period with us.

John Aguek Malith
Chairperson
Resource Material Review Committee



CONTENTS

EN 104: Introduction to English Language 4

Unit Learning Outcomes for English 104 Workshop 4

Unit Learning Objectives for English 104 Work shop 4

Learning Outcomes for English 104 Community Based Studies 4

Learning Objectives for Community Based Studies 4

Specific information regarding the teaching of the unit 5

Activity Book Answers 5

CBS Workbook Answers 5

A. English 104 Workshop Overview 6

English Unit 104 Assessment 8

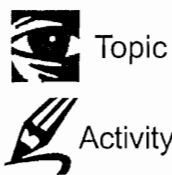
B. English Unit 104 Community Based Studies Assessment 9

B. Community Based Studies Overview 10

GLOSSARY 11

REFERENCES 13

Icons Used in this book:



Tutor's Guide

EN 104: INTRODUCTION TO ENGLISH LANGUAGE

Introduction to English Language is occurs during Stage One of the in-service program.

The TUTOR'S GUIDE supports the tutor in planning and delivering this unit.

The following resources support student teachers in learning this unit.

- i. Workshop Resource Book
- ii. Workshop Activity Book
- iii. Community Based Study Outline
- iv. Community Based Study Workbook

The TUTOR'S GUIDE supports the tutor in planning andt teaching English 104.

The following resources support student teachers' learning of this unit.

- i. Community Based Study Outline
- ii. Community Based Study Workbook



EN 104: Introduction to English Language

The recommended allocation of time for this unit is

Workshop: **16 hours**

Community based study: **24 hours**

Unit Learning Outcomes for English 104 Workshop

- Student teachers will be able to form ideas and express opinions based on what they read.
- Student teachers will be able to use reading strategies so that they are able to read at the applied level.
- Student teachers will reflect on their practice.
- Student teachers will be able to teach their students how to form ideas and express opinions based on what they read.
- Student teachers will be able to teach their learners how to critically analyze text.

Unit Learning Objectives for English 104 Work shop

On completion of this unit, student teachers should be able to:

- Identify patterns in informational text such as cause and effect and sequence of events.
- Practice critical reading as they experience reading strategies such as the Questioning the Author exercise.
- Increase their independent reading skills through engaging in self-monitoring comprehension exercises.
- Develop their critical thinking, analysis and reflection skills through recording personal connections they feel to the text.
- Make observations about how the text connects to other text they have read and the larger world.
- Identify what they are thinking before, during, and after reading.
- Help their learners generate questions about the text they are reading.
- Cultivate learners who read with purpose as they make predictions about what they are reading and reflect on what they have read.

Learning Outcomes for English 104 Community Based Studies

- Strengthen student teachers' independent, analytical, critical thinking, and reflection skills through keeping an academic journal.
- Student teachers will be able to use strategic reading strategies to help them read at the applied level.
- Student teachers will practice basic grammar so that they will be able to better communicate in English.

Learning Objectives for Community Based Studies

On completion of English 104 CBS, student teachers should be able to:

- Form ideas and express opinions based on what they read.
- Recognize and document how the text they are reading connects with other texts they have read.
- Identify and document ways they personally feel connected to the text they are reading.
- Document specific ideas that do not make sense in the text they are reading, explaining why the text is confusing.
- Identify words that they do not understand, record them, and look up their definitions in the dictionary.
- Use questions to seek further information and clarification.
- Identify phrases and clauses from sentences.

Specific information regarding the teaching of the unit

Dear Tutor for English 104,

This unit is foundational for all other English language units. During English 104, student teachers will engage in reading, writing, listening, and speaking. In particular, they will learn reading strategies that will help them strengthen their critical and active reading skills.

They will learn to be more aware of what they are thinking before, during, and after reading. They will learn the following reading strategies: Question the Author, (QTA), KWL, and ReQuest. They will also learn about text pattern recognition, how to create an anticipation guide for learners, and practice self-regulation questions. All of these strategies will help student teachers learn to be active, critical, and confident readers.

Active, critical, and confident readers know how to ask questions about the text they are reading. Active, critical, and confident readers take part in questioning the point-of-view of the authors they are reading. Active, critical, and confident readers are looking for and are able to recognize the text patterns that typically exist in informational textbooks. In other words, the dominant text patterns in Science, Social Studies, History, and English text books, for example, are: problems and solutions, cause and effect, sequence of events, description and comparison and contrast.

It will be helpful for tutors to model the reading strategies and have student teachers use, reflect on, and question the relevance of the strategies.

For English 104 Community Based Studies, student teachers will read Nigerian author, Chinua Achebe's Things Fall Apart novel. They will keep academic journals based on their reading of this novel. Before student teachers leave to go home to begin Community Based Studies, please go over the expectations regarding format outlined in the Community Based Studies Outline. Please do your best to make sure that student teachers understand that they are expected to write in their academic journals after reading each chapter of Things Fall Apart.





In addition to completing the academic journal during Community Based Studies, student teachers will also practice grammar during Community Based Studies. There are right and wrong answers for the grammar exercises. Before student teachers leave for Community Based Studies, please give them answer keys for the grammar exercises. It is important that the student teachers have answer keys so they can check their answers after completing the exercises on their own. The grammar exercises should help student teachers practice their English.

Assessment: Activity Book and CBS WorkBook





The exercises in the activity book and Community Based Studies are mostly open answers. Please refer to the instructions and information provided for each activity. Use your professional judgement and understandings about the topics when assessing student teacher work. Whatever you decide makes sense for assessment in your context, please make the assessment criteria public and explicit to the student teachers. You may also involve them in identifying criteria for assessment.



A. English 104 Workshop Overview

WorkShop Topics	Main ideas/ concepts addressed in the topic	Specific Learning Objectives	Suggested teaching approaches and activity	Teaching materials	Workshop allocation of hours
Text Pattern Recognition Reading At the Applied Level Critical Reading Strategies	Form ideas and express opinions based on what is read.	Identify patterns in informational text such as cause and effect and sequence of events.	 Activity 1: Sequence of Event & Problem and Solution Text For the sequence of event and problem and solution text, student teachers will read about the Dinka and the Nuer Peace Conference in July 1999 and a story about a young women from Namibia who is HIV positive. The purpose of this activity is to orient student teachers to recognizing some of the dominant text patterns that they and their learners will see in academic text.		1.5 hours
	Use reading strategies to read at the applied level.	Practice critical reading strategies such as the Questioning the Author exercise.	 Activity 2: Questioning the Author Exercise Student teachers will read Article One (in the back of their English 104 Workshop Resource Book) titled, <i>Negative Customs and Traditions Affecting Women and Girls in New Sudan</i> . The purpose of the Question the Author reading strategy is for student teachers to practice thinking about questions that will help them be more critical of the authors they are reading.		1.5 hours
		Increase independent reading skills through engaging in self-monitoring comprehension exercises.	 Activity 3: Self-Regulation and Monitoring while Reading Student teachers will read Article Two (in the back of their English 104 Workshop Resource Book) titled, <i>From Survival to Thrival, Children and Women in the Southern Part of Sudan</i> . The purpose of the self-regulation and monitoring while reading exercise is for student teachers to practice asking themselves questions that will enable them to gauge for themselves how well they do or do not understand what they reading. Being aware of what is difficult for them to understand, student teachers will build the skills to be strong readers and thinkers.		1.5 hours
		Develop their critical thinking, analysis and reflection skills through recording personal connections you feel to the text.	 Activity 4: What are you Thinking as you are Reading? Student teacher will read Article Three (in the back of their English 104 Workshop Resource Book), a sensitization paper on the education of girls written for teachers in Southern Sudan. This exercise will help student teachers identify connections that they notice between this article and texts they have read before, personal connections they feel to the article, and connections they notice between the article and the larger world.		3 hours
		Make observations about how the text connects to other text and the larger world.	1.5s		

A. English 104 Workshop Overview - Continued

WorkShop Topics	Main ideas/ concepts addressed in the topic	Specific Learning Objectives	Suggested teaching approaches and activity	Teaching materials	Workshop allocation of hours
Teaching Writing 	Teach learners how to form ideas and express opinions based on what they read.	<p>Help learners generate questions about the text they are reading.</p> <p>Cultivate learners who read with purpose as they make predictions about what they are reading and reflect on what they have read.</p>	 Activity 1: KWL Chart The KWL exercise is designed to help readers identify what they already know about a topic, ask questions about what they want to know, and finally reflect on what they have learned based on what they read. Student teachers are asked to reflect on KWL chart activity. The KWL chart may be a good starting exercise for student teachers to practice with their learners.		2 hours
	Teach learners how to critically analyze text.	<p>Help learners generate questions about the text they are reading.</p>	 Topic Two Activity 2: Oral Anticipation Guide The oral anticipation guide is designed as a pre-reading exercise used by teachers to arouse curiosity in learners. There is an example of an oral anticipation guide in the Workshop Resource Book. Student teachers are asked to reflect on the oral anticipation guide activity.		3 hours
			 Activity 3: ReQuest ReQuest is another reading strategies that student teachers can try with their learners. It is designed to help learners and teachers ask each others questions about the topics they are reading. This is an interesting exercise because it gives learners a chance to ask teachers questions.		1.5 hours
					Total Hours 16 hours

English Unit 104 Assessment
Assessment Tasks and Criteria

Assessment tasks	Assessment Criteria
Workshop Activity Book	<p>Continuous Assessment is important during English 104. In the Workshop Activity Book, there will be opportunities for self and peer assessment. Group work is also central to this unit.</p> <p>The Workshop Activity Book is the central document that you can use for assessment for English 104. In this document, student teachers complete exercises that help them build their reading comprehension skills and critical thinking skills by using reading strategies.</p> <p>Being able to participate in groups and support others, willingness to question, and analyze are all skills that the exercises in the workbook are encouraging. After each exercise, student teachers reflect on the reading strategy they used.</p> <p>Please favorably assess those student teachers who thoughtfully answer the reflection questions. During the workshop, please help student teachers practice thoughtfully reflecting on what they are learning so they will know how to respond to the reflection questions.</p>

B. Community Based Studies Overview

WorkShop Topics	Main ideas/ concepts addressed in the topic	Specific Learning Objectives	Suggested teaching approaches and activity	Teaching materials	Workshop allocation of hours
Academic Journals	Strengthen independent, analytical, critical thinking, and reflection skills through keeping an academic journal .	<p>Student teachers will be able to use reading strategies to help them read at the applied level.</p> <p>Student teachers will be able to form ideas and express opinions based on what they read.</p> <p>Student teachers will be able to document how text connects with other texts you have read.</p> <p>Student teachers will be able to document personal connections to the text.</p> <p>Student teachers will be able to identify words that they do not understand, record them, and look up their definitions in the dictionary.</p>	In preparation for English 104 Community Based Studies, please ensure that student teachers understand that they need to complete an academic journal entry after reading each chapter of Chinua Achebe's <u>Things Fall Apart</u> novel. It is also important that student teachers understand the guidelines for the journals. Please make time during the workshop to prepare student teachers to keep a thoughtful academic journal.		20 hours
English Grammar	Student teachers practice basic grammar so that they will be able to better communicate in English.	<p>Student teachers will use questions to seek further information and clarification.</p> <p>Student teachers will be able to identify phrases and clauses from sentences.</p>	There are right and wrong answers for the grammar exercises. Before student teachers leave for Community Based Studies, please make and give them an answer key for the grammar exercises. The grammar exercises should help student teachers practice their English. It is important that they have an answer key so they can check their answers after completing the exercises on their own.		4 hours
					Total Hours 24 hours

English Unit 104 Community Based Studies Assessment
Assessment Tasks and Criteria

Assessment tasks	Assessment Criteria
Academic Journal	<p>Student teachers must present evidence in their academic journals that they made journal entries after reading each chapter in Chinua Achebe's <u>Things Fall Apart</u>. In the academic journals, student teachers should specifically address the questions that are outlined in the English 104 Community Based Studies Workbook for Activity 1: Academic Journal. By answering these same questions after reading each chapter, student teachers will demonstrate how well they can:</p> <ul style="list-style-type: none">• Recognize relationships between <u>Things Fall Apart</u> and other text they have read;• Reflect on ways they personally connect with the text;• Show how willing they are to document ideas that do not make sense to them; and• Identify words they do not understand and look them up in a dictionary. <p>Please assess student teachers on their willingness to follow the structure outlined in the English 104 Academic Journal.</p>

GLOSSARY

Adverb

A word that describes about a place, time, manner, cause or degree , such as kindly or quickly.

Adjective

A word that describes a person or thing, e.g. a big house; green pen; clever idea. The words big, green and clever are all adjectives.

Curriculum Vitae (CV)

A written record of education and employment.

Clause

A group of words that includes a subject and a verb. It forms a sentence or part of a sentence. For example, He often goes to the village because his mother lives there. 'He often goes to the village' is the main clause and 'because his mother lives there' is a subordinate clause.

Decode Words

Sound out the text to make meaning of the words.

Deliberate

Done with awareness and careful consideration.

Encounter

To meet or come across.

Generative

Issues, themes, concepts, and ideas that provide enough depth, significance, connections, and variety of perspectives to support learners' development of powerful understandings.

Noun

A word that refers to a person (teacher), a place (Nimule) or a thing (plant).

Opinions

Beliefs or conclusions held with confidence but not substantiated by positive knowledge or proof.

Interpretive

The way a person sees or thinks about something.

Misconceptions

A mistaken thought, idea, or notion; a misunderstanding.

Patterns

Consistent, characteristic form, style, or method.

Preconceived

To form (an opinion, for example) before having full knowledge or experience.



Prefix

A letter or group of letters added to the beginning of a word to change its meaning, such as “un” unhappy.

Phrase

A phrase is a group of words working as a unit but unable to stand-alone or to make sense.

Question Tag

A phrase such as, “isn’t it?” or “will you?” or “don’t you?” that you add to the end of a statement in order to turn it into a question or check that the statement is correct

Reading Comprehension Strategies

Guidelines, tools, and approaches that help you develop the skills you need to read better.

Suffix

A letter or group of letters added to the end of a word to make another word, such as “ly” in slowly or “ness” in kindness or sadness.



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